DOCUMENT RESUME

ED 090 137 SO 007 484

AUTHOR Twelker, Paul A.; And Others
TITLE The World Forum. Interim Report.
INSTITUTION United States International Univ., Corvallis, Oreg. Instructional Development Div.
PUB DATE Jun 72
NOTE 61p.

EDRS PRICE MF-$0.75 HC-$3.15 PLUS POSTAGE
DESCRIPTORS *Curriculum Development; Curriculum Planning; Educational Innovation; Educational Objectives; *Evaluation; Evaluation Methods; Experimental Programs; *Futures (of Society); Guidelines; Higher Education; *International Programs; Program Descriptions; Program Evaluation; Questionnaires; Undergraduate Study
IDENTIFIERS *Worldmindedness

ABSTRACT

The World Forum program gives college students an opportunity to explore a particular problem of personal and/or social consequence in the context of its anticipated alternative futures. This report explicates the nature of the program and describes the evaluation results of the developmental tryout. The goals of the program, developmental procedures, guidelines for planning, and the planned and implemented schedules are outlined. The actual program evaluation is a summary of the data collected from a questionnaire administered to participating students, along with student comments and an interpretation of data. Essays on "what is the problem with Middle College" are reproduced, an attendance record listed, and responses to questions in personal interviews are presented. A section on future directions contains statements of goals under review which are defined and elaborated. Four appendices -- world forum promotional techniques, evaluation forms, information to participants, program materials, and unused materials -- are omitted but are available from the program staff. A related document is SO006886. (Author/KSM)

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED 090137

instructional development division

United States International University in Oregon
310 Southwest Third • Post Office Box 1032
Corvallis, Oregon 97330

SP007484

ED 090137

Interim Report

THE WORLD FORUM

Paul A. Twelker
Robert Clausen
Tom Kepner
Ken Layden

Instructional Development Division
United States International University
Corvallis, Oregon 97330

June 1972

PREFACE

The purpose of this report is twofold: (1) to explicate the nature of the World Forum program, and (2) to describe the evaluation results of the developmental tryout held at the Elliott Campus of USIU. The World Forum program was initiated at the request of Dr. Jack Edling, Vice-President of USIU. Over a year's time, a number of individuals in the Instructional Development Division contributed to the project. The individuals directly responsible for the project were Tom Kepner, director of the Middle College Development, Robert Clausen, and Ken Layden. In addition, a number of people active in the futures area contributed to the project: Warren Zieglar of the Educational Policy Research Center at Syracuse, Willis Harman of the Educational Policy Research Center at Stanford, Olaf Helmer of the Institute for the Future, and Jam[illegible] Rafferty of Humanistics General, Inc.

Our gratitude is extended to the coordinators at the various USIU Middle College campuses who helped us in our efforts to conceptualize the program, and the students and staff of the Elliott Campus who participated in the tryout. Special gratitude is extended to Walter Rehwoldt, Provost of the Elliott Campus, and the Elliott coordinators, Woodrow Whitten, Hugh Cox, and Bill Piepenbrink, who worked closely with us in the developmental tryout.

Paul Twelker
Director, World Forum
Development

INDEX

The Middle College

The Substantive Focus

Stated World Forum Goals (Spring Term)

Developmental Procedures

Guidelines for World Forum Planning

Planned Schedule

Implemented Schedule

Evaluation Procedures

Program Evaluation

Middle College Problem Solving

Attendance Record

Personal Interview

Future Directions

Appendix A: World Forum Promotional Techniques

Appendix B: Evaluation Forms

Appendix C: Information to World Forum Participants

Appendix D: Program Materials and Thumb-Nail Description

Appendix E: Unused Materials

The World Forum was designed to fit into USIU's new Middle College program. What is the Middle College. The following description is excerpted from the USIU Bulletin.

The Middle College—

A New College to Meet the Needs of Today's Youth

Today's young people mature earlier and are better informed than those of a generation ago. The period from ages 16 to 20 is now an identifiable "youth time"—a time for each young man and woman to take a serious look at himself, at the problems and opportunities of young people generally, and at the problems and opportunities of the world.

The circumstances call for a new concept of education. Under the traditional pattern the student's life is divided into two final years of high school, then an abrupt and unsettling transition to a college environment and then two years of college in which, recent studies indicate, the first two years duplicate approximately 30% of the last two years of high school. The Middle College was established to avoid the duplication and inefficiency of a system where each high school tries to prepare for a variety of colleges and each college has to backtrack to make up for what it thinks the high school failed to do.

The Middle College begins when today's young man or woman is ready for it. Anyone who has completed at least the 10th grade in high school may be eligible to transfer directly into the Middle College, which combines the two final years of high school and the first two years of college.

Purpose

The purpose of the Middle College program is to develop a student who is:

1. An independent learner capable of clearly defining concrete goals and purposes both for further study and for his life's work.
2. A person confident in his ability to achieve his life purpose with the skills of a scholar, able to make use of all resources necessary to achieve that purpose.
3. A person with a positive self-concept who knows both himself and what realistic life goals will bring him satisfaction.

4. An individual committed to building on the best of the present and improving the quality of life in a culturally diverse urbanizing world community.

Liberal Education—Then Specialization

The program is designed to provide a thorough, basic liberal education before the student becomes involved with the concerns of specialization and career-planning. In many colleges there is pressure on the student to make his decision as to major study and career before he is ready for it.

The Middle College makes it possible for the student to postpone this crucial decision until he has had time to develop more mature and balanced views of the past, of his values, of the meaning of life as he sees it, of his relation to society and of his special interests and aptitudes.

Instructional Methods

The curriculum is centered on basic human needs and problems. The program of studies for each individual student is carefully structured to achieve clearly defined goals and purposes. The means of achieving these are highly flexible, much work being undertaken on an independent study basis, with many students becoming involved on projects, individually and in small groups, with the guidance and participation of their advisors and other faculty members.

The most effective techniques and educational resources known are used, including motivational exercises, world situation simulations, and problem-solution planning through programmed materials and conventional resources. Due attention is paid to growth and competence in the regular academic disciplines, and the interdisciplinary approach is used extensively. The great ideas from our intellectual heritage are brought to bear, together with modern findings in science, social science and the humanities, on the important issues facing the world today.

The program calls for sustained, rigorous work, deliberately aimed at the maximum possible development of the whole person; it carries its own rewards in terms of self-discovery, a sense of genuine achievement and the awareness of individual purpose and the means to accomplish it.

THE SUBSTANTIVE FOCUS

The World Forum development staff conceived of the program as meeting, in part, the purpose of the Middle College. To clarify thinking, and to present a rationale of the program, the following conceptual paper was prepared.

THE WORLD FORUM
A General Overview

What is the World Forum, in general?

The World Forum is seen as a process of organizing an environment for learning--one that has its "feet" planted in the past and the present, and its gaze toward the future. It is personalized in that the learner is free to select the resources used, to explore casually or in depth, individually or with other learners a particular problem or concern at a community, state, national, or world level. In this way, each learner is free to pursue his own specific interests, while working with a group of other learners on a focus of common interest.

Visualize a group of students who are working together because each has expressed a common concern about pollution in today's society. They are engaged in an examination of current trends in water, on land, and noise pollution. They are actively exploring positive and negative consequences of a future that is expected on the bases of current trends (e.g., gradual death of oceans due to pollution, increase in economic wealth of the polluting nations, etc.). They are thinking up alternatives to the expected future, and exploring positive and negative consequences of these alternatives. Every so often, these students meet together with others who are examining different concerns such as population, genetic manipulation, and product recycling. The exchange of views and information stimulates new areas of study and exploration. And on it goes.[1]

This merging of common interests encourages outcomes that are greater than the sum of their parts (synergistic outcomes). Synergism may happen if several diverse lines of thought are merged and considered by the group in such a way as to share individual learnings with the group. The World Forum thus encourages the use of a variety of both traditional and innovative instructional techniques to make more likely synergistic outcomes. Among these techniques are simulation exercises, planning exercises, independent study, mediated instruction, brain-storming, and group discussions in an "arena for conjecture" where the "relatedness" of problems and solutions is explored.

The World Forum is a program that gives students an opportunity to explore a particular problem or concern of personal and/or social consequence. Each concern is explored in the context of its anticipated alternative futures (conceptions of the future that in certain respects differ from each other and from what might be expected on the basis of extending past and present trends

---

1. If you care, turn to page 12
for a more detailed description of a typical World Forum sequence.

into the future), the possible positive and negative consequences of those alternative futures, the relationship of these particular alternative futures to other concerns and problems, and the means by which the most desirable of the alternative futures might be attained. Simultaneous student exploration of different but related concerns lead to their consideration of contingent human concerns which interact and encourage the development of increasingly more comprehensive views of the past, the present and the future.

Why all the emphasis on the future? Shouldn't we be concerned with the present?

The World Forum allows learners to explore what might be called the three-fold *present:* the present as we experience it, (e.g., all of our experiences including social interactions, educational pursuits, religious meanings, recreational activities, etc.), the past as a present memory, (e.g., personal interpretations of events, historical evidences, evidences of personal failures and successes, etc.), and the future as a present expectation. Although our minds are typically most strongly fixed on the present situation, with continuous flash-back recall of past events, it is the future that leads us to examine our past and present behaviors and policies in such a way as to permit meaningful planning for change. Such an examination is organized in three ways: first, as a future to attempt to prevent (to attempt to discourage or keep from happening because of anticipated negative consequences); second, as a future to attempt to adapt to (to accommodate to with the least loss of desirable or valued things), and finally, as a future to invent. By invent, we are referring to the specifying of goals that are felt desirable in light of certain value standards held , and the devising of means to reach those goals. These goals suggest alternative futures that are in some ways different than, and more desirable than the present or an extension of the present. Thinking of the *present* in this way compels us to think of the future as already arrived, for in the decisions we make now and the way we design our environment now (even by omission), the future is committed.

One more point. Although the learner is asked to think in the future, and work back in time to the present, the focus of his study is related to the past. The study of the future can't be divorced from the past. In his study of the future, the learner processes information from relevant disciplines, he catalogs and extrapolates trends, he collects data. In his planning to achieve the most desirable futures, the learner examines how the past has shaped the present, and what factors influence the shaping of the future. At all times in the World Forum, learners are in some way tied to the present and the past since the here and now includes the present as we experience it and the past as a present memory.

Actually, thinking of the future has been part of man's experiences from the word "go". Most teachers have their eye toward the future when they are involved in helping students prepare for the future. But there is a vast difference between preparing students for a future that is perceived of as equivalent to the present, and preparing them for a future, either in the sense of preventing, adapting to, or inventing. When the future is perceived as being capable of being influenced by decisions that are made now in the present, learners have an opportunity to equip themselves to handle change when it comes along.

Why is the World Forum being proposed?

Current education is basically oriented to the past. As Alvin Toffler has stated,

> "...our schools face backward toward a dying system, rather than forward to the emerging new society."

Earl Joseph, has suggested that "if we assume that a major purpose of education is to allow students to learn how to live during their life (during the future), then we must assume that education should stress that future."

This future orientation allows learners to imagine what the future could be. When such desirable alternative futures (futures that are in certain respects different than simply extensions of past and present trends into the future) are envisioned, leaners may then examine what actions they must take to bring the most desirable alternative about. In so doing, learners may create for themselves and society, more options than have been available to resolve pressing social issues.

In what way do you see the World Forum as an alternate to what is now available in the Middle College? Will it replace the present curriculum?

The easy way out for this question would be to say, "Yes, it does replace the curriculum." But this statement just can't be made. The reason is that the World Forum is personalized. A student may well go through Middle College and use the World Forum at a minimum. The result is that he wouldn't find the World Forum to be an overpowering part of his college experience. For that student, the World Forum would not replace anything. It would just be another item (or hurdle) that he was exposed to in college. On the other hand, it is entirely possible that another student would see the World Forum as a much larger and more important vehicle.

It is reasonable that as the events of our society make more demands upon the college student, the importance of a World Forum approach will increase. We could perceive of some sort of a major social change that would have an impact upon colleges in America so that students had to face those problems then and not five years down the line. In this situation, the World Forum might become a far more important part of the curriculum than it had been before the immediate concern arose. It is difficult to forecast what the World Forum will be like five or ten years from now, or how it will vary from campus to campus. To have answers to these questions now would certainly be of immense help in our planning for the World Forum. This is why we are proposing to use in the development of the World Forum the same procedures we recommend for looking at social problems. We are asking participants in the World Forum to work with us in looking at the long-term future of the program so that the decisions we make now have some chance of working in their favor (and ours) in the future.

It is recognized that no one innovative program is a panacea for solving all the problems and needs that might be identified in education. Further, it is recognized that what may seem to answer one set of problems and needs may create a whole new set of problems. This is why we have made the World Forum program a developing program, one where we continually evaluate its successes (and failures), and adapt its operation to better achieve the goals of the Middle College.

Why is the World Forum better than what we have now? Why should we change?

Many teachers wince at the statement, "Let's change." The first thing the teacher wants to say is, "What am I doing now that's so wrong." Well, it doesn't have to be wrong to need changing. Most teachers wouldn't be doing what they are doing in their own classrooms at the present time unless they felt it was the right thing and a good thing to do. The problem comes when change takes place in society that places new demands on education, or change takes place in a college program because innovations are introduced.

The goals of the Middle College were formulated in response to changes in society. United States International University wishes to develop leaders who are competent in human affairs, who may help people learn to live with themselves and others, and help develop methods whereby individuals, communities, and nations can live together in peace. Middle College is to develop students who:

- are self-confident
- are independent learners
- have positive self-concepts
- have constructive social commitments

The new Middle College program that stresses individualization and personalization of instruction is an example of the second type of change. Technology has placed education on the brink of making individualized instruction both efficient and effective. But it has separated people into study carrels and into independent learning situations. The World Forum will bring together people (both students, faculty, and community members) who are concerned with similar problems and who possess unique skills and knowledges that serve to complement this mutual problem-solving experience. Middle College should not be just independent study. Participating in the World Forum involves meeting in small groups to explore student-developed scenarios of the future; it involves working with others in attempting to discover how one social problem relates to another; it involves sharing with others how the same problem may be viewed at the community level or the national level or the world level; etc.

Another reason why the World Forum might be a change for the better is the fact that it will move away from the narrowness of specialized academic disciplines. The World Forum will deal with process: for example, how one goes about educating himself, how one goes about taking the responsibility for his own education, how one goes about organizing information and making evaluations and synthesizing information and feelings. This does not mean that what is learned in the way of subject matter is not worthwhile. But it does imply that what subject matter is learned will be related more to the process of learning in the context of an exmaination of social problems rather than simply

as an accumulation of specialized information that is being stored in the mind for future use.

SPECIAL CHARACTERISTICS OF THE WORLD FORUM

What would you say is one of the most important characteristics of the World Forum?

Very high on the list would be the opportunity for the student and the teacher to deal with those things that are of primary or utmost importance to them. It is not surprising that what interests a student also interests people in positions of leadership. Every time students are polled concerning their interests, the areas that emerge are human or social problems that face the world today. The reason is that those same problems that might be talked about at abstract levels in the classroom are the very same problems that confront the world they live in here and now. It's hard to get more relevant that that.

Could you elaborate on that last point?

As the information explosion continues in almost every field, some individuals forecast a grim future to educational systems because they will become so swamped with new knowledge that students will be overwhelmed with the random and often confusing bits of the total sum of knowledge. One way that this situation can be dealt with is to help students learn the ways of obtaining, organizing, and processing information free from an inflexible educational organization which detracts from imaginative thinking. Through the personal relationship that an advisor develops with a learner in the World Forum, this is possible.

Another way of handling the information explosion is to help create life-long learners who are able to make decisions about their own educational programs so that ultimately they can control their own learning. Many educators forecast that by the year 2000, education will be looked upon as a life-long affair by most people--one that makes meaningful the increasingly available amounts of leisure time. As learning becomes life-long, the learner must develop the ability to plan and decide his particular learning needs. That is, the student must become responsible for his own education--that education which is necessary for survival as an operating adult. Very simply, the student must become increasingly competent in knowing what it is he needs to learn.

Are you proposing that the student learn only those things that interest him at the moment?

No. We are saying that the World Forum capitalizes upon student interests as a basis for their exploration into areas of concern in order that supposed interests can be tested and real interests sharpened. In discussing what education should be, Ralph Tyler puts it this way:

"Education is an active process. It involves the active

> efforts of the learner himself. In general, the learner learns only those things which he does. If the school situations deal with matters of interest to the learner he will actively participate in them and thus learn to deal effectively with these situations. Furthermore it is argued that the increasing effectiveness with which he handles present situations guarantees his ability to meet new situations as they arise. Hence, it is essential to see that education provides opportunities for the student to enter actively into, and to deal wholeheartedly with, the things which interest him, and in which he is deeply involved, and to learn particularly how to carry on such activities effectively.
>
> There are many educators who do not consider attention to the present interest of students as an adequate educational program because one of the functions of education is to broaden and deepen the student's interest so that he will continue his education long after he has ended his formal school training. But even these educators recognize the value of beginning with present student interests as a point of departure."

We do have two criteria for helping to focus student interest selection:

1) The interest can and must be explored in the context of the future;
2) The interest can and must be related to other concerns.

The World Forum is designed to work with the continual emergence of new and modified interests of learners. However, sufficient referencing of interests by students from among peers, faculty advisors and the reality forces of society-at-large are also a part of World Forum so that students have ample opportunity and challenge to arrive at their true interests.

Could you elaborate on what is expected of a student going through the World Forum?

The student will be expected to explore, both individually and with others, a particular focus of present concern, for example, ecology. In his exploration, he will not be expected to follow a set sequence of activities or to study a given body of knowledge. On the other hand, he would be expected to direct his energies in three general areas.

I. Studying the Future

Identifying a wide range of alternative futures. Here, the student is expected to process information from the relevant disciplines that fit his selected focus; for example, to catalog and extrapolate different trends in ecological management, to examine value structures of society regarding ecology that underwrite alternative futures, and to identify and assess alternative future options in improving the ecological balance.

II. Planning to Realize the Desired Future

Planning to get from now to then. Here, the student is expected to examine how the past has shaped the present, for example, what forms of ecological controls in the past have influenced today's controls, and to project how present trends imply expected futures, e.g., what are we doing in ecological control today that will effect tomorrow? He will juxtapose these expected futures with alternative futures that are judged as more desirable, in other words, suggesting changes in today's ecological controls that will mean a modification to tomorrow's effects; thus providing an analytic framework from which particular factors influencing each may be isolated. An analysis of these isolated factors might point toward action alternatives that he might personally take to change the present, or it might suggest further study and hypothesis testing.

III. Changing the Present in Light of the Future

Intervening now. Here, the student would be expected to apply the knowledge and insights that have been gained. This might take the form of recommending programs of action or policies, or influencing decision-making in the community (as broadly conceived as needed). It may take the form of testing ideas generated in previous activities and continuing to explore possible relationships between expected and desirable futures and the means of obtaining these futures, through the design and use of systems simulations. It might also take the form of experiences that allow learners to explore their own value structure by analyzing the ways in which these have shaped proposed alternative futures.

Could you explain just how students decide to work alone or to work together in teams? What activities bring students together?

One of the first things that happens in the World Forum is that each student develops a common understanding with an advisor and the coordinator as to what each is going to do while pursuing the program. In arriving at this understanding, time will be spent in exploring with students what is on their minds, individually and in groups. It could be some social problem of the day, or some concern in the social sciences. In exploring what might be studied, what might be synthesized, what might be analyzed, and what might be evaluated in relation to these concerns, students will be able to say, "Now this is a problem that really interests me." The question is, "Does it interest others." At this point, if there is a wide range of problems identified as being interesting, some narrowing down of these problems will take place: both student activated and advisor influenced. At that point, it may become clear that certain students naturally cluster into teams because of similar or complementary interests.

Even though a team decides to work together, it does not mean that they always work as a team. In most cases, much study will be independent, each member taking responsibility for specific areas that need exploration before the team is able to complete its tasks.

Linking individuals and groups who are exploring different foci will be the arena for conjecture, an intellectual amphitheater for future planning which provides a feedback linkage among all participants. Here is an opportunity for individuals to share ideas through written or oral reports with others and gain feedback through discussion. In the arena learners who have explored a particular focus will have an opportunity to sharpen thinking using input from others who may have examined different foci.

Initially the arena for conjecture may be thought of as a large group learning activity taking place at one location. However, as we are able to employ advanced closed-circuit television technology, small groups may then communicate directly cross-campus or even cross-world.

Not all students would probably be involved in any particular arena for conjecture at any one time. In fact, several "arenas" may be conducted simultaneously. However, it is thought to be in the best interests of the student to narrow the diversity of the foci being explored during any one term to those that would relate rather highly to each other. This is an open issue, and has yet to be resolved.

What is the role of the faculty member in the World Forum? Does that role make it possible for him to do what he likes best, that is teach?

In the World Forum, once the orientation is past, instruction may take place any time a student comes to a faculty member. Here the teacher becomes an integral part of the process because of his relationship to what the students are bringing. In essence, the faculty-advisor is the primary source of action motivation. He personally assists each student in becoming involved with the World Forum and acts as a sounding board for ideas and as a guide to other useful resources as he does with each advisee in other learning experiences.

What other resources are required to conduct the World Forum?

People Resources. In addition to the Middle College advisor, the immediate community as well as the world community via modern communication would be an integral part of the student's learning experience. In a student's examination of forecasts about the future, for example, the student might contact a community leader who could furnish his latest thinking and information available to him about a particular situation. Another resource would be other students. Needless to say, if the focus of concern dealt with an international problem, and students were on campus from countries associated with that problem, an immense interchange of information, especially that which would not be found in texts such as feelings about the situation and information about the culture and its relation to the problem, could take place. Students would provide a constant resource for idea testing by other students. Again, because of past or present experience and dissimilar backgrounds, the sharing of ideas provides valuable enrichment. As the World Forum progressed through time, students who are well underway in the program might supply continuity and leadership to those just beginning.

Information Resources. In order to imagine the future and plan ways to achieve the most desirable alternatives, information is needed. It makes little sense to have learners continually "reinvent the wheel", e.g., discover the same forecasts, when this information could be readily available. This information may be contained in documents, computer banks such as The World Game and The Institute for the Future, or from diverse informal sources. It may be in the form of facts, data, opinions, or speculations. It may have been generated by experts or by World Forum participants. It may be concise lists of information, or lengthy reports on world trends. Whatever the format and source, it must be collected, indexed, and referenced in such a way that other learners have access to it for their planning. There must be a means of continually renewing information. Further, linkages must be made continually with all groups who may have information that may be useful to learners. The burden of this responsibility will rest initially with each Middle College, but as the University accumulates a history of such efforts and develops more advanced information processing structure, a shift in responsibility to the Univerisity will occur.

To what extent will the student-generated information about the future be available to new students?

The process of discovery is crucial here. The primary purpose of the World Forum is not for students to predict the future, but to engage in stimulating learning experiences that lead toward achievement of Middle College goals. To this end, the "raw data" that a student may use to build a "scenario" of a desirable alternative future will always be available to new students. However, that scenario - the synthesis of raw data - may not be available to new students, while it would be available to his peers in the arena for conjecture.

How do you propose to link the student in the World Forum with the world community, or even other USIU Middle Colleges, for that matter?

Obviously, the World Forum could be conducted with just books, reports, and students. In fact, each Middle College campus could conduct a World Forum independently, and not jeopardize any aspect of the program. But the exciting thing to contemplate is an inter-campus communication network around the world that opens up the opportunity of input representing different cultures and different viewpoints. We can imagine simulation exercises on an international crisis, for example, that would link up campuses, each taking the responsibility of having their students play the roles of leaders in a particular country. Or, we can imagine students at different Middle College campuses exploring the same problem, but at national levels, getting together to examine that problem at the world level. Each student would have an immense amount of information about that problem, but from the perspective of his particular country, that could be shared. As the World Forum becomes operational on the various Middle College campuses, it is not inconceivable that a log of events and listing of problems being considered could be shared with each campus so that possible linkages could be explored.

What special staff are required to conduct the World Forum?

At each campus, a World Forum coordinator is required. One coordinator may be able to handle the program on a small campus. Perhaps more than one coordinator would be required on larger campuses. It is the responsibility of the coordinator to handle all of the logistical details that keep the program going. For example, he would be responsible for scheduling physical facilities, for seeing that students had the proper materials that outlined World Forum activities, for scheduling the arena for conjecture, for seeing that all of the evaluation data were collected and so forth. We see this job as essentially being a full time job at some of the larger campuses. In addition to his coordination responsibilities, he would also have a number of student advisees.

EXAMPLE OF A WORLD FORUM IN PRACTICE

What might a typical World Forum Sequence look like?

1. Each participant might receive in advance of the World Forum a readiness package to stimulate his own thinking about current social problems (transportation, housing, war, life styles, etc.) Expected trends in each area included in the package might be forecast into the near and more distant future, say 1985 and 2020. For example, if we maintain our present world-wide rate of population growth, famine would be likely in 1985.

2. Once participants had gathered and met with each other an orientation to future thinking might begin. Films about future trends and ways of thinking might include Cosmic Zoom, La Jete', or Omega. A variety of forecasting techniques to peer into the future might be presented. For example, participants might begin to project their own personal futures through Delphic[2] probes or begin to anticipate what future social systems might evolve. Additionally, the arena for conjecture might stimulate common communication across a variety of personal concerns to encourage broadened thinking for each individual.

3. As the World Forum proceeds it might be composed of individuals pursuing their own areas of respective concern (ranging from marine ecology to future political systems) or as groups of individuals who share similar concerns. Each individual or team might commit themselves in writing to: a) a particular focus, b) general experiences anticipated (see below), c) and a fixed year to project toward. Fulfillment of the commitment would be judged by mutual consent of student and advisor subject to renegotiation as necessary.

4. Typical learning experiences might include:

   a) Identification of a particular concern of interest.
   b) Studying the future by first examining current trends as they may be expected to culminate in the future.
   c) Determination if such an expected future seems desirable by examination of that future's positive and negative consequences. For example, given the present tri-polarization of the nation-state international system, global war might be expected prior to 1984. What would be the positive and negative consequences of this expected future?
   d) Hypothesization of alternative futures to undesirable expected futures may then be undertaken. Again, the positive and negative consequence of the alternative future are examined. For example, one might postulate as an alternative future to the previous example, a unified global political system by the year 2000 A.D. What then would be the positive and negative consequences of this alternative future?

---

2. The Delphi technique is a method of pooling opinion about factual questions--particularly in the context of predictions of the future.

e) Once expected and alternative futures have been postulated students might then work backwards from the future to the present to determine how those respective futures came to be. For example, positive consequences of a unified global political system in the year 2000 A.D. may be analyzed by writing descriptions of events that occurred in proceeding years which shaped that future. Working backwards one can then progressively see the inter-relations of systems of interaction in 1995, 1990, 1985, 1980, 1975 and so forth.

f) Finally, if the "events" as postulated by the students seem desirable, they may examine what interventions need to be made in the present (that may now appear to be more or less complex) in order to shape that future's realization. Interventions can be made in a variety of ways--for example, varying dependent and independent variables in system simulations to see alternative outcomes , through community action, etc. What is important is the increased realization of what makes the present and how the present might evolve toward a desirable future.

What instructional means will be employed in the World Forum?

Means for study and discussion throughout the learning experiences will include: instructional packages; mediated materials; library resources; people resources (campus, community, and worldwide); direct community experience in action programs: intellectual, emotional, creative and vocational experiences within specific concern areas; individual effort as well as small and large group discussions and experiences related to identified concerns; and simulation experiences.

THE DEVELOPMENTAL/EVALUATIVE PROGRAM

How will the strengths and weaknesses of the World Forum be determined, and how will it be revised?

Operating in parallel with the World Forum will be an evaluation-adaptation experience which focuses on the future of the World Forum. This activity will offer the means by which participants may analyze and continually revise the on-going World Forum. In essence, the same problem-solving activities that are being developed and learned in the exploration of particular human concerns will be used to constantly adapt and revise the World Forum so that it may meet the needs of new students, new faculty, and new college situations. As learners strive to answer the question, "What will the World Forum be like in the year X?", insights into what is required in the coming months and years with respect to World Forum operation and development will emerge from Middle College faculty and students. In this way, all participating students and faculty will in fact compose the World Forum development team.

Will students be engaged in evaluation and adaptation?

Not only students, but advisors and coordinators as well. We look upon evaluation as the collection of information in light of certain value standards that enable us to make adaptive decisions. The time taken to collect this information will not be overly long nor tedious.

STATED WORLD FORUM GOALS

(Spring Term)

1. To give students an opportunity to explore what is happening to society today (i.e., the forming of a technological wilderness, perhaps) and the place they have of not locking into this picture.

2. To encourage the student to be a positive factor in social change looking toward a better future for all.

3. To afford positive assistance to the student in planning effectively for the future.

4. To assist the student to broaden his horizons of concern and to develop a "holistic" view of life on planet earth.

5. To demonstrate learning processes including skills in information acquisition, data analysis, and the development of creative and imaginative synthesis, that should be useful to the student in future learning.

DEVELOPMENTAL PROCEDURES

A Model for the Systematic Development of Instructional Experiences

A systematic approach is being taken in the development of the World Forum. The systems approach, in essence, is a management tool that allows individuals to examine all aspects of a problem, to interrelate the effects of one set of decisions to another, and to optimally use the resources at hand to solve the problem. One end result of using the systems approach to develop instructional experiences is an instructional system--a tried and tested combination of related materials and activities that meet relevant objectives. The systems approach, then, allows a developer or development team to specify in an orderly fashion a series of learning experiences that when implemented will produce consistently and predictably a desired or stated behavior on the part of the learner.

The particular approach or model used in the development of the protocol materials is shown in Table 1. This model was developed by the National Special MEDIA Institutes. It consists of three design stages: I. Systems definition and management; II. Systems analysis and development; and III. Prototype tryout and assessment. These three stages are all linked together by the process of feedback (not shown in the Table) which allows information about how well the instructional system is performing to be fed back to the design team so that adaptive revisions may be made. The model is discussed briefly below.

Table 1. Instructional Development System

STAGE I: DEFINE

Identify Problem	Analyze Setting	Organize Management
Assess Needs	Audience	Tasks
Establish Priorities	Conditions	Responsibilities
State Problem	Relevant Resources	Time Lines

STAGE II: DEVELOP

Identify Objectives	Specify Methods	Construct Prototypes
Terminal	Learning	Instructional Materials
Enabling	Instruction	Evaluation materials
	Media	

STAGE III: EVALUATE

Test Prototypes	Analyze Results	Implement/Recycle
Conduct Tryouts	Objectives	Review
Collect Evaluation Data	Methods	Decide
	Evaluation Techniques	Act

@ INSTRUCTIONAL DEVELOPMENT
INSTITUTES
February 1971

Identify Problem

Problems may be identified in many ways, but no matter what the technique, an essential task is to find a way, or better, several ways for making a comparison between what exists and what is desired. If there exists a large gap between what exists--the status quo-- and what is desired-- the ideal--the designer is on the verge of being able to identify an educational problem, e.g., students' behavior may be inappropriate. If, on the other hand, the gap between the status quo and the ideal is small, a problem might have been identified that may not need immediate attention. Once problems are identified, tentative solutions are proposed so that insights into the personal preferences of the designer can be used to suggest a first rough cut to a solution.

Analyze Setting

The identification of the problem and the proposing of tentative solutions help the team define the kinds of information that need to be collected about the problem in order that an instructional system may be developed. One basic step in the analysis of the setting is to learn

as much as required about the learners who are part of the audience where the problem has been identified, and the school and community resources which may relate to the problem solution. This information provides the designer with knowledge on existing conditions and possible resources. The analysis of the setting feeds back information to the designer to check his problem identification and feeds forward information to help the team organize the management required to sustain the effort.

Organize Management

The crucial things that must be considered here are:

(1) The definition of tasks and responsibilities required in the effort;
(2) The establishment of lines of communication to organize the collection and passing on of information to the development team;
(3) The establishment of project planning and control procedures.

Without formal organization, the development effort is doomed to failure in most cases.

Identify Objectives

The previous activities in Stage 1 have provided the initial thrust and direction to get the project moving. The next step is to identify objectives that detail precisely the student performance expected after instruction. The development team is careful at this step to establish meaningful and measurable goals for the learner. Once terminal performance goals are specified, the team must determine exactly what is to be taught and in what order it is to be taught. These specific behaviors are referred to as enabling objectives--objectives that bridge the gap between the entering behaviors of a learner in a system and his exit behaviors once he has achieved the terminal performance objective.

A further activity involved the construction of performance measures to assess the behaviors after instruction. In this way, the development team can determine whether or not the desired or expected behaviors were acquired by the learners as a result of instruction.

Specify Methods

The specification of instructional strategies and media is essential to maximize the probability that the learners do in fact attain the objectives desired. This specification activity outlines the method and format of instruction. It must be remembered that the development team cannot be 100 per cent sure of success the first time, but must depend on tryouts and revisions to perfect the system. Alternative methods are often specified in case the preferred strategy cannot be implemented.

Construct Prototypes

The previous activities all lead up to the actual fabrication of the prototype--the first working draft of the system. All of the specifications are used to produce and assemble materials, much as blueprints are used by carpenters to frame a building. Also, a design for the evaluation of the system is designed at this time. Another activity is to conduct a technical review of the system so that experts may detect major flaws in the plans before it is too late.

Test Prototypes

The final stage of the instructional development model is evaluation. Evaluation activities include the trying out of the prototype, the analysis of the results, and the decision to stop development and implement or to recycle.

Evaluation may be looked upon as the examination of certain objects or events in light of certain value standards that are held for the purpose of making decisions about those objects and events. Such an examination generally will collect information or data about the thing or object that is being evaluated. What is collected is related to the value standards held by the individual or team wishing the evaluation to assure that the information will be useful and relevant.

One of the purposes of evaluation is to demonstrate that observed achievements of an instructional experience are in line with the goals and objectives held by the development team. Generally, three phases of evaluation are used:

1. Developmental Tryout

   The purpose of a developmental tryout is to assess the individual components of the prototype as well as the entire prototype during development and to correct the major flaws as they are detected. This tryout provides an opportunity to revise the prototype on the basis of learner reactions to the materials, use and handling in implementing the materials, the difficulties in learning, etc.

2. Validation Tryout (preliminary tryout)

   Before the instructional system can be used in the setting, it must first be determined whether the material actually performed in the intended manner and achieved the stated objectives. The careful analysis of the evaluation data in light of the terminal performance objectives must be carried out in order to detect any discrepencies between the stated objectives and the tryout results that are noted. From these data, the materials may be used and revised accordingly. Validation is usually carried out by the instructional devel-

opment team, sometimes in cooperation with staff in the validation setting.

3. Field Tryout (operational field tryout)

The purpose of the field tryout is to determine whether the instructional system performs in the actual setting when it is implemented by individuals other than the instructional development team. Any observed discrepancies between what is desired from the system and what is noted as a result of presenting the system are analyzed to revise the system accordingly.

The testing of the prototype is carried out with respect to detailed plans for its operation. Minimally, three recycles will be necessary in order to allow for the three types of tryout. Usually, there are many more tryout-and-revision cycles.

Analyze Results

Two activities are involved here. First is the natural step of tabulating and processing the evaluation data. Second is the determination of relationships between the methods used, the results obtained, and the objectives and goals desired. In this latter step, the development team is faced with the task of interpreting the data. The quality of the revisions to be made depend upon this interpretation.

Implement/Recycle

From the interpretation of the data obtained during the tryout, certain revisions may be indicated. Some will be minor in nature while others may be quite crucial. Toward the end of the development effort, the decision must be made as to the stopping of subsequent recycling and to implement.

Progress to Date

The first term of the World Forum program underwent a developmental tryout at the Elliott Campus of USIU, Spring term, 1972. The program was offered on an optional basis to all students. A promotional handout (See Appendix A), a newspaper article, and posters were used to draw students' attention to the program.

Instructional Development Division staff members were on hand at most of the program meetings to conduct or supervise the meeting, and to orient campus coordinators.

The results of the developmental tryout are reported in this document. Current efforts involve the revision of the program in light of these data and the planning of Terms 2 and 3.

GUIDELINES FOR WORLD
FORUM PLANNING

In specifying instructional activities, a number of assumptions were made about how students learn. The following list of learning principles or guidelines are being used in the World Forum development. The guidelines are drawn from lists provided by Burton (1963), Watson (1959), and Hilgard and Bower (1966).

Principle

1. The learner should be active
2. Guided discovery increases retention.
3. Learning experiences must be realistic and meaningful.
4. Individuals differ in their maturity and ability.
5. Learning proceeds from the simple to the complex.
6. The learner must see the whole and then consider specific parts.
7. The learning situation is dominated by a goal or purpose set by the learner or accepted by him.
8. The learning process proceeds most effectively under that type of instructional guidance which stimulates and provides for successes rather than for failures.
9. There is no substitute for repetitious practice in the over-learning of skills.
10. A problem-solving approach to learning aids understanding and application.
11. The type of reward which has the greatest transfer value to other life-situations is the kind one gives oneself--sense of satisfaction in achieving purposes.
12. Learners progress in areas of learning only as far as they need to in order to achieve their purposes.
13. The most effective effort put forth by students is when they attempt tests which fall"in the range of challenge"--not too easy but not too difficult - when success seems quite possible but not certain.

PLANNED SCHEDULE

CALENDAR OF SPRING TERM WORLD FORUM ACTIVITIES
(Tentative)

Week 1 ---------- Readiness Package: Distributed during registration by
March 27-30, 1972 Dr. Woodrow Whitten

Week 2 ---------- 9:30-12:00 Briefing of San Diego Coordinators -
Dr. Piepenbrink's office
1-3 Faculty meeting on World Forum

Tuesday (First meeting of World Forum)
9-12 Cassandra Exercise
6:00 Dinner at Whitten's for visiting coordinator/
student teams, Oregon staff, San Diego coordinators

Wednesday
8:30 Videotape interviews of 10 students on an
appointment basis

Thursday
9-12 Rap
"Fossilized Future" Interview with Dr. Seth Arsenian
Identity check to form small groups
Showing of videotaped interviews
Helmer game briefing

Week 3 ---------- Tuesday
April 10-14 10-12 Simulation Exercise: Future State of the Union
Orientation to Teg's 1994

Thursday
10-12 Simulation Exercise: Future State of the Union

Week 4---------- Tuesday
April 17-21 10-12 Helix instruction and start of exercise
Delphi--What on earth's going to happen? Phase I

Thursday
10-12 Helix

Week 5 ---------- Tuesday & Thursday
April 24-28 10-12 Helix

Week 6 ---------- Tuesday & Thursday
May 1-5 10-12 Delphi--What on earth's going to happen? Phase 2

Week 7 ---------- Tuesday & Thursday
May 8-12 10-12 Delphi--What on earth's going to happen? Phase 2

Week 8 ---------- Tuesday & Thursday
May 15-19 10-12 Delphi--What on earth's going to happen? Phase 3

Week 9 ---------- Tuesday & Thursday
May 22-26 10-12 Delphi

Week 10 ---------- Tuesday
May 30-June 2 10-12 Helix: Final presentation
Demonstration of Group Activities
Final papers

Thursday
10-12 Evaluation

IMPLEMENTED SCHEDULE

CALENDAR OF SPRING TERM WORLD FORUM ACTIVITIES
(Actual)

Week 1 ---------- Readiness Package
March 27-30, 1972

Week 2 ---------- Monday
April 3-7
9:30-12 Briefing of San Diego Coordinators
1-3 Faculty Meeting

Tuesday
9-12 Cassandra Exercise
6:00 Dinner for World Forum Staff

Wednesday
8:30-11 Videotape interviews of nine students

Thursday
9-12 Showing of videotaped interviews, and discussion
Summary of Students' Reaction to Values Analysis
"Fossilized Future" Interview with Dr. Seth Arsenian
Cassandra Debriefing: Large group and small group

Week 3 ---------- Tuesday and Thursday
April 10-14
10-12 Simulation Exercise: Future State of the Union
Orientation to Teg's 1994 (Tuesday)
Orientation to "Past, Present, and Future"

Week 4 ---------- Tuesday
April 17-21
10-12 Helix instruction

Thursday
10-12 Helix instruction
Small group problem solving:
Republican convention
Teacher Surplus
River Pollution
Family Vacation
Film: "Refiners Five"

Week 5 ---------- Tuesday and Thursday
April 24-29
10-12 Designing a College: Crystalizing Helix

Week 6 ----------	Tuesday	
May 1-5	10-12	Starpower Simulation Exercise McCloskey letter and Slater article
	Thursday	
	10-12	Values Analysis: Small group activity
Week 7 ----------	Tuesday	
May 8-12	10-12	Guest Lecturer: Dr. Harry Anthony on "Ekistics: Comprehensive World Planning"
	Thursday	
	10-12	Guest Lecturer: Mr. James Goff on "San Diego Planning"
Week 8 ----------	Tuesday	
May 15-19	10-12	Film: "Fahrenheit 451"
	Thursday	
	No meeting	
Week 9 ----------	Tuesday	
May 22-26	10-12	Guest Lecturer: Dr. James Rafferty on "Toward a Humanistic Society"
	Thursday	
	10-12	Simulation Exercise: TRACTS
Week 10 ----------	Tuesday and Thursday	
May 30-June 2	Individual Evaluation Sessions with students	
	Hand-in of individual projects	

Readings throughout program

Tegs 1994
Limits to Growth
Education for What?
Is Education Just to Teach How to Make Money, or How to Learn?
Children of the Apocalypse
The New Identity Society
Pete McCloskey letter
Culture in Collision
Sugar Coated Fortress

EVALUATION PROCEDURES

Seven types of evaluation data were collected to evaluate the program Evaluation forms are included in Appendix B.

1. Readiness Package evaluation cards
   a. Reference Evaluation card
   b. World Forum Evaluation card
   c. World Forum Want card
   d. World Forum Help card

No data were reported on these cards by students. Most likely, their use could be enhanced by weekly reminders or times set aside for their use.

2. Program Evaluation

Forms were used that assessed the students' attitudes toward the program as well as components of the program. Data are reported under "PROGRAM EVALUATION"

3. The Middle College Problem Solving Evaluation

Students were asked to evaluate the Middle College and propose solutions to problems they saw. Two examples of student performance on the evaluation are included under "MIDDLE COLLEGE PROBLEM SOLVING"

4. Reaction thing

Students completed a reaction form twice during the term--at the beginning and at the end. Data have not been summarized as of the preparation of this report.

5. Values Analysis

Students completed the analysis twice during the term--at the beginning and at the end. Data are summarized under "VALUES ANALYSIS"

6. Attendance Records

A record of attendance was taken as a measure of student affect toward components of the program. These data are reported under "ATTENDANCE RECORD"

7. Personal Interview

Every student was interviewed by an Elliott campus coordinator and an Instructional Development Division member. Excerpts from these interviews are presented under "PERSONAL INTERVIEW."

PROGRAM EVALUATION

Summary of Data

How do you feel about the World Forum?

1	2	3	4	5	Median
Good (6)	(15)	Fair (6)	(2)	Lousy (1)	2.1

Would you recommend the World Forum (suitably revised) to your best friend?

1	2	3	4	5	
Positively Yes (7)	(11)	Maybe (9)	(1)	Positively No (2)	2.2

Were the coordinators responsive to your needs?

1	2	3	4	5	
Very Much So (11)	(13)	So-so (3)	(2)	Not Too Much (1)	1.8

In general, was the World Forum relevant to your personal needs?

1	2	3	4	5	
Very Relevant (8)	(7)	So-so (11)	(2)	Not Too Relevant (2)	2.0

Activities:

Most Productive		Least Productive	
1. Individual study	(11)	1. Individual study	(2)
2. Large group presentations	(9)	2. Large group presentations	(6)
3. Simulations	(18)	3. Simulations	(5)
4. Small group activities	(14)	4. Small group activities	(3)
5. Lecturers	(8)	5. Lecturers	(11)

Would have preferred:

Outside speakers and lecturers

More	(17)
Fewer	(8)
Same	(4)

Simulations

More	(23)
Fewer	(5)
Same	(3)

Small group activities

More	(19)
Fewer	(8)
Same	(2)

Opportunities for individual work

More	(17)
Fewer	(4)
Same	(8)

Activities	1	2	3	4	5	Mdn
Cassandra	8	12	7	0	1	2.00
Televised student interviews	1	5	10	6	7	3.41
Interview with Dr. Seth Arsenian	6	2	8	7	4	3.3
Cassandra debriefing	2	11	13	1	1	2.6
Future State of the Union exercise	12	6	6	2	2	1.8
Helix	4	5	12	3	6	3.00
Designing a College-Crystalizing Helix	5	8	6	2	5	2.00
Starpower	9	5	7	1	1	2.1
Values analysis: Small group activity	9	9	9	2	0	2.2
Dr. Harry Anthony: "Ekistics: Comprehensive World Planning"	5	9	5	2	2	2.3
Mr. James Goff: "San Diego Planning"	6	8	9	2	0	2.4
"Fahrenheit 451"	14	7	4	2	2	1.64
Dr. James Rafferty: "Toward a Humanistic Society"	5	6	6	1	2	2.3
TRACTS	5	7	10	1	1	2.00
Personal Probe (from the Readiness Package)	8	11	4	1	1	2.00

Readings						
Tag's 1994	2	9	9	3	3	2.7
Limits to Growth	6	8	5	1	0	2.00
Readiness Package	7	8	8	2	1	2.3
Education for What? (Robinson)	4	8	5	0	0	2.00
Is Education just to Teach How to Make Money, or How to Live?	4	8	5	1	0	2.1
Children of the Apocalypse (Marin)	3	7	5	0	0	2.2

	1	2	3	4	5	Mdn
The New Identity Society (Glasser	3	9	4	1	0	2.2
Pete McCloskey letter	4	13	5	1	0	2.1
Culture in Collision (Slater)	3	5	5	1	0	2.3
Sugar Coated Fortress (New Yorker)	8	4	7	2	1	2.2

Comments from the Program Evaluation Form

The World Forum was interesting but not exactly what I expected. I think I expected us to go out and see a lot of things

The things that were most relevant to me were the small group activities and the simulation exercises.

The things that were least relevant were some of the speakers and some of the games we played.

Lizette Davillier

Dr. Rafferty left the biggest impression on me and I believe his speech was the most relevant to me personally. His approach was new and stimulating.

The time we spent with the Helix seems to be the least relevant only because it seems to me that much more time needed to be spent.

The World Forum is an up and coming field of education and needs time and energy put into it. Ideally I would say that the class should meet every day.

Tom Byerling

It made me realize that as an individual I have an influence on the world's future. World Forum made me take a look at society....through simulations as well as other means such as the film about squares and circles.

Robin Neilson

The most relevant thing for me was the opportunity to interact with others which I miss most in independent study.

Kathy Gilton

If a group of students show an interest in doing some action-type project in the community I feel that a faculty member should be available to show them the ropes-help them get involved and work with them not just orientedly, but attitudinally also.

Alyce Cooper

I felt that as a new program World Forum was handled quite well. I feel very positive about the future of the program.

Barry Scoles

Interpretation of Data

The students' responses were generally quite positive toward the program in general as evidenced by the data from the first four questions. In the revision of the program, it should be kept in mind that individual study, small group activities and simulations are the most productive for most of the students. Also the following ranked highest in the activities.

1. "Fahrenheit 451"
2. Future State of the Union Exercise
3. Cassandra Simulation Exercise
4. TRACTS Simulation Exercise
5. Personal Probe
6. Designing a College
7. Starpower

Of these, five are simulation/gaming techniques.

MIDDLE COLLEGE PROBLEM SOLVING

1. What is the problem with Middle College?

The main problem I see with Middle College is not directly associated with the students, but more with the faculty (although it affects the students indirectly). This is the problem of one teacher being shouldered with such a broad range of courses that he loses his effectiveness. He cannot know, thoroughly, his material (since students are bound to come up with obscure texts and even courses. Some professors can follow the obscurity and the texts, but I find this to be rare. I am now taking a math course entitled "math for elementary teachers." The text I found is what I consider to be progressive; however, my professor has no knowledge of the text, even though he has tried to study a little of it. He cannot relate to me something I may be missing entirely. Is this his fault? Well, he is not only teaching a broad range of subjects out of his field, but in one quarter he is trying to teach fourteen courses. I see him once a week--I don't have too many questions to ask him, and he can't say much to me--it is almost inane.

2. What is/are the desirable solution(s)?

The obvious solutions are more teachers, which would be ideal, but impossible with USIU's budget. The antithesis, a flock of superhuman professors...

One concrete suggestion might be to limit the number of courses each teacher could have. Another might be for the professor to be cognizant of the problem before the course begins so that the student is aware of the type of instruction he would be receiving in this relationship.

3. What values are reflected in your proposed solution(s)?

My values here indicate that I value a professor's opinion just as much, at least, as my own, and I am entitled to hear that.

4. What new problems might arise if your solution were accomplished?

Teachers would not be able to take on as many students, and some students might find themselves without the courses they need.

5. Outline an alternative solution(s) to the one you proposed.

A poor alternative to this either to get USIU more money for more professors instead of campuses, or the student (this is used in some of the classes) could be tested on what the professor feels he is "supposed" to know for the course, find what he is lacking, and recommend reading to fill the "gap."

The World Forum was good to me; but, I am sorry to say, I was not good to it. The small group activities were poor because 1) my lack of patience, 2) lack of interesting and intelegent (sic) group members.

Greg Jessum

I feel very strongly that the coordinators put more effort into this than anything I've seen at Middle College yet!

... lack of substance and mental stimulation in even this (World Forum) which is the most stimulating course in this school is leading me to question the "education" available through formal structures.... I'm not satisfying my desire to learn <u>how</u>! I <u>know</u> <u>why</u>. Now I want to know <u>HOW</u>!

Jeanie Dixon

This program seemed still experimental. This created a problem as I didn't know where I was heading for a while.

Tom Dikel

1. What is the problem with Middle College?

From my viewpoint--a student who has attended three quarters at Cal Western and three quarters in Middle College--I believe that Middle College is a better form of education. The student in Middle College is given the opportunity to learn and educate himself, whereas at Cal Western there is the definite hindrance of a professor who "teaches." College is a time for experiencing learning, not a time to be TAUGHT. For the twelve preceeding years berore college the student has been "taught".... taught to sit in a classroom, follow directions, read books on s ecific reading lists... manipulated into becoming not much more than a replica of the man or woman standing in front--teaching.

Is this to continue on into college? Where does the individual develop? When can he begin to inquire and investigate on his own? Between the scheduled classes, scheduled papers, and scheduled tests? What if the student wants to take off, find out just who that being is behind the mold of educators? He fails. For there is no time for questioning of the self, the world.... he must finish that term paper for Comparative Literature; when what he is really concerned with is his draft status and the escalation of the Viet Nam War.

In Middle College there is time... time to wonder, time to inquire. The individual is important... all his feelings, goals, and expectations. If the paper needs to be written, it will be written--but when the time is right in his head for literature to flow.

The art of growing up is a difficult task, and college is a time to grow. The unexpected emotional revelations need to be understood before an individual can become a full, complete person. Through the patient understanding relationships between student, faculty, and administration the individual is encouraged to inquire and come to a satisfying understanding of himself. He is encouraged to inquire about himself, the school, society, and the world. He learns that he can laugh, cry, sing, and pray with his advisor; and the advisor will try to comprehend--truly try. It is amazing, but every faculty member, every administrator is human--just like me.

The barrier of limited appointments--once a month for fifteen minutes--is gone in Middle College. If you need to talk to a professor he can see you--today or tomorrow--for however long you want. And the professors let you know that they would like to talk with you.

At Cal Western I never felt close to any of my professors...close enough to want to bother them with my problems.. He must be busy...he comes to class at exactly 9:00, talks for an hour and leaves right at 10:00--not to be seen until the next morning at 9:00. Are you having trouble with your term paper? Read more resources, struggle within yourself, hand in the paper and receive your 'C'. Oh! how much you have learned from it!

Where does this technique of "learning" stop? In Middle College. Sure, Middle College has some problems, any innovative educational system does, but Middle College has the potential to iron out the creases and succeed. It has to.

The problem of procrastination (as I sit here writing at 5 AM) is always going to exist. What must be done is to shorten it. First year students in an independent study are amazed at the amount of freedom, and don't use it wisely... as do second year students. One major difference for me is that I have experienced a traditional structured situation and completed at least 15 units. Knowing this, there is an inner drive within me that says: "You know that you can complete 15 units, so do." And I do and I will continue to do so. One or two "all nighters" may have to be the means by which I do it--but it does get done, no question about that.

To shorten the period of procrastination by methods of self-motivation program would alleviate many connecting problems of Middle College. But ...procrastination exists at Cal Western too. I know--I was there. The difference is that by finishing a class you've designed the student feels that he has learned something and has accomplished a good deal. Taking a final exam just never seems to satisfy. It's too confining and limited Middle College lets you grow and expand....to be a human being with a desire to accomplish something. Middle College is a good experience. I enjoyed it. I have grown, learned to laugh, cry, sing, pray, and love all other people.

VALUES ANALYSIS

Twenty-four value statements were lifted from the original fifty-two in the Readiness Package. Items were chosen according to their appropriateness to the focus of World Forum and as a result of the student responses rec recorded at the beginning of the term. Most of the items were selected on the basis of strong student feelings. Approximately one-fourth, however, were in the middle range of no strong opinion. The brief version was administered during the final week.

Significant changes seemed evident in six of the twenty-four items. Half of these were in the no strong opinoon group. Of the remaining three, opinion moderated in two and increased in the third.

As a group, the World Forum students agreed more that the rapid rate of societal change caused student despair of the future and that students need to be more politically involved in the community.

They disagreed more that college was the best place at this time because there was no place for them in the real world. They were more opposed to the motion that the most important element involved in their effectiveness in the future was directly related to the amount of power they could wield. They were, however, less opposed to the idea that the world belongs to those who seize it.

Of a less consequential note, they changed from moderate to slight agreement that nature was neither malignant nor benevolent toward man.

The World Forum group reflected the values often identified with middle class culture. They respect their parents and the conjugal family, believe they can influence the future, are willing to accept responsibility, recognize the value of constructive criticism, believe in cooperation, competition, and integrity. In addition they are suspicious of politics, are concerned about man's relationship with nature, and think learning is best when done in small groups.

Summary of Data

Strongly Agree	Moderately Agree	Slightly Agree	Strongly Disagree	Moderately Disagree	Slightly Disagree
1	2	3	6	5	4

		Before Instruction	After Instruction
1.	The generation gap is a product of my parents not respecting my values.	4.64	5.00
2.	I don't think about the future because I have such little influence on it.	5.7	5.6
3.	College is the best place for me to be at this time because there is no place for me in the real world.	3.4	5.3
4.	A person should first get settled in life before he starts to remake the world.	3.2	2.9
5.	Until a person knows himself and assumes responsibility for his own actions he is not competent to be judged an adult.	2.00	2.2
6.	It is essential that one also be constructive when he is destructive, and for every idea attacked a substitute should be offered.	2.2	1.9
7.	Parents are poorly equipped to rear children.	4.8	4.64
8.	Politics is a private game and exists no matter what the government form may be.	2.2	2.00
9.	Man's first concern should be how he can best serve nature and prolong and maintain its balance.	2.3	2.00
10.	The world belongs to those who seize it.	5.62	5.00
11.	Businessmen are essential to the governing ethics and future of our society.	3.1	3.4
12.	The best learning takes place in small groups doing what is the group's common interest.	1.8	2.2
13.	The rapid rate of societal change causes student despair of the future	3.00	1.58
14.	The complete student will have an involvement politically within his community in order to fulfill his responsibilities as a citizen.	3.1	2.0

15.	People of talent must service people of lesser talent because for the gift others may have been cheated.	4.1	4.00
16.	The conjugal family should be replaced with a more efficient, reasonable, and supportive device.	4.62	4.67
17.	Trust is best fostered in small groups having a common interest over a long period of time.	2.1	2.00
18.	For man to exist it has been necessary for him to cooperate, but the things of which he is most proud have resulted from competition.	2.2	2.00
19.	The most important element involved in being effective during a lifetime is directly related to the amount of power you can wield.	4.7	5.4
20.	Normality may only mean you have not been caught yet.	2.4	2.75
21.	If people don't like me the way I am, to heck with them.	3.2	3.1
22.	Change for the sake of change is reason enough and it is not necessary for a change to be justified.	5.3	5.56
23.	Nature is neither malignant nor benevolent toward man, it is indifferent.	2.00	3.00
24.	Integrity is doing what you believe to be right no matter what the consequences.	2.00	2.00

ATTENDANCE RECORD

Date	Number of Students
April 4, 1972	42
April 6	41
April 11	38
April 13	36
April 18	31
April 20	32
April 25	26
April 27	25
May 2	28
May 4	26
May 9	27
May 11	22
May 16	57
May 18	No Meeting
May 23	24
May 25	31
May 30)	Individual conferences
June 1)	with 32 students

Attendance note: During the first week three students changed from World Forum to course work. In the last four weeks of the quarter four students left the program, two returning early to their native countries and two dropped out of USIU. Attendance figures should be read then for the 35 students who participated. Absentees were not consistently the same people. "Active" participated, although not completely regular attendance was achieved by 31 students.

PERSONAL INTERVIEW

What did you learn while in World Forum that you didn't know before?

Lot of people working on future that I didn't know about.

Got involved in looking at total picture and avoiding the narrow view.

I had a big blank about the future of things, trends, and directions of society.

Looking into the future, I have to think of myself as being able to make some changes.

Exposed to new ideas, aware of world problems we are facing.

I was never really aware of how resistant people are to change.

I am now looking to the future and realize that I can affect the future.

Amazed at the reactions of people in group discussion.

Liked reactions both in me and others through simulations. It changed my thinking so much that I may change my major. I might like to start moving in the area of a futurist.

New ideas. I never cared before about the future. Now I am seeing articles in newspapers that show that what is happening now is related to the future. I learned more about myself and what I want to be in the last two months. I am really enthusiastic about World Forum.

..... use the future every day now. I didn't before....increased awareness.

I really, really liked the small group work....got some insight into how people were thinking....see their values.

.... made me think a lot....what happens in the future is going to effect me, so I'm going to be involved.

How did your activities in World Forum tie into your work in other subject areas?

Tied in with American Foreign Policy course with Dr. Whitten. Also with my community service activities. I became active in a citizens committee in Mira Mesa. There are 5,000 homes and no schools.

In every way!

None, not really.

Tied in with my course in community relations.

Fit into my government course.

Helped me as a person.

Helped me in my study of Utopian literature.

I am taking a class this summer in alternative life styles.

Tied in with my creative writing class when I wrote about the future.

All relates to what is happening now....relates to self and society.

How has the World Forum affected your attitude toward the future? Your career? Your relationship with others?

I want to go to law school. World Forum had no effect on that.

See movement toward being more realistic although I am more confused now.

World Forum was a strong influence on what I do with my life. I became more aware. I hope to help develop and organize a group of young intellectuals who will work to change society legally.

I may change my major from secondary to elementary education as a result of my World Forum project. I visited racially integrated schools that were integrated by busing.

Feel more comfortable about speaking out. I made new friends.

World Forum had no effect on my career, but it did have an effect on me. I learned a lot from the follow-up talk after leaving class.

Increased my interest in finding out about things in the future.

I decided to take a job next summer which was something I didn't intend to do before World Forum. In World Forum you realize your values more. You gain respect for yourself. It changed me a lot and helped me learn to communicate with people.

I am more considerate of others.

My relationships with others has improved.

I am less optimistic about the future even though I am more aware of the future.

Looking back over the past term which activities were most interesting to you? Suggestions for next revision.

Would like to meet at least four times a week for a couple of hours. Need more time to interact, more simulations, not too many speakers.

More discussion of reading materials handed out.

Two hours went by quickly.

Suggest you assign two specific books to be read with discussions based on it. (Fuller's Spaceship Earth, On the Shred of a Cloud).

Most students were dealing with feelings not an exchange of information. The games over-simplified the problems.

The course was too short. The ideas were valid.

It was a heroic attempt to crowd five years' work into one quarter.

Everything was important to me. All was worthwhile. Meet more often, maybe three times a week. Some sessions seemed too long and some I didn't want to end. I think it would be good to insert some how-to-study techniques.

Liked small groups because people are more open in small groups. I like the support that the small group gives you in large group discussions.

Like to have field trips and more outside projects.

The quarter simply not long enough to deal with the information in any depth.

I would like to have shared these (handouts) with members of the class.

FUTURE DIRECTIONS

The goal statements of the program are currently under revision. To date, two goals that relate directly to the Middle College purposes are being reviewed. The following statements of these goals, together with indicators of their achievement, are under study.

> The learner will possess
> a constructive sense of self

Definition

When the concept, constructive sense of self, is considered, two components of the concept should be noted: the "sense of self" component and the "constructive" component. First, consider the "sense of self" component. English and English[1] define this as:

> "a person's view of himself; the fullest description of himself of which a person is capable at any given time. Emphasis is upon the person as object of his own self-knowledge, but his feeling about what he conceives himself to be is usually included."

The "constructive" component may be considered as the ways in which an individual potentially sees himself as a changing and growing entity. Further, "constructive" alludes to the ways in which an individual can consciously and beneficially direct that change and growth.

An Elaboration

We are attempting to deal here with an integral dimension of the complex issue of identity formation. The possible components of the previous definitions are numerous and difficult to deal with in the abstract. Our main concern, however, lies in those areas where the individual's behavior gives evidence that he consciously realizes:

1) his own uniqueness and worth;
2) that this uniqueness and worth can be maintained and developed;
3) that he possesses limitations and faults, but that these can be coped with and that their debilitating effects can be lessened; and
4) that all of the aforementioned depend upon his relations with others and with the physical environment.

---

[1] English, H.B., and English, A.C., A Comprehensive Dictionary of Psychological and Psychoanalytical Terms. New York: David McKay Company, 1958.

In other words, our focus here emphasizes the relation of self to others. Individuals should be placed in situations where the perceptions that others have of his identity are reflected back to him in ways that he may consider either distorting or clarifying, constructive or destructive. In each encounter, they must either reassert what they know or feel themselves to be, or reassess and alter their own self image. We are, then, emphasizing the process whereby the sense of self is achieved (or not achieved) by its perception in relation with individuals.

This emphasis leads to a final consideration. If the sense of self is to be constructive and if that constructiveness is significantly affected by its relationship with others, it follows that the realization of a constructive sense of self is ultimately dependent on the growth of mutual trust, love, and respect in the interpersonal realm. With these considerations in mind, the generic indicators of a "Constructive Sense of Self" are listed and explained below.

Generic Indicators of a Constructive Sense of Self

I. Self-Acceptance

The individual possesses a clear, distinct notion of himself and maintains it. He realizes his uniqueness and personal worth and he can cope with threats to it.

II. Self Development

The individual assesses his strength and weakness (as a result of possessing a clear and distinct notion of himself). Here he identifies the need for growth and attempts to direct it.

III. Extension of Self into Interpersonal Relationships

The individual makes an acute encounter with others in his attempts to direct his personal growth. There is a growing awareness of the mutually dependent aspects of selfhood and actions are taken to evolve this mutuality in an environment of trust, respect and love.

Specific Indicators

Each of the three generic indicators listed above are in essence descriptions of behaviors or situations that may be taken as evidence that the individual possesses a constructive sense of self. In turn, each indicator may be broken down into a listing of more specific behaviors or situations. Examples of these are given below.

I. Self-Acceptance

1) exhibits appropriate self-esteem and feelings of security;
2) resists aspects of failure which are debilitating to self;
3) exhibits forcefulness, selective hostility, self-defense, and appropriate indignation;

4) resists being categorized and stereotyped;
5) copes with frustrations.

II. Self Development

1) accepts pain and anxiety as a necessary part of growth;
2) resists those experiences which stifle or retard growth;
3) sees change as inevitable and works to make it beneficial;
4) actively seeks experiences with growth potential;
5) is goal or problem oriented--does not have to lead in order to prove strength or power;
6) assimilates constructive criticism.

III. Extension of Self into Interpersonal Relationships

1) accepts love and respect from others;
2) develops a sense of moral obligation towards the rights of others;
3) balances those characteristics of dependence and independence in his relationship with others;
4) loves and respects others as individuals.

The learner will possess a commitment to learning

Definition

Commitment to learning is an act which specifies a pattern of behavior which is goal-directed and to which a person adheres. In the present case, this pattern of behavior is directed toward learning.

An Elaboration

Here we are concerned not only with a commitment to the idea of learning, but we are also concerned with behaviors that provide evidence of a commitment to the process of learning. The greater the learner's commitment, the more clearly the attributes of consciousness and purpose will emerge. In its higher development, the learner's commitment can be seen as a major force in resolving ambivalence and ambiguity.

Generic Indicators of a Commitment to Learning

I. Communication of the Worth and Desirability of Learning

The learner communicates the value of learning with a high

II. Demonstration that the Commitment to Learning has become a Part of an Individual's Life Style.

There are indicators that the commitment to learning has been systematically internalized. The goals of learning are clearly chosen and methods to achieve those goals have been formulated in ways compatible with the overall life style and emerging life plan of the individual.

III. Persistence of Commitment to Learning Despite Ambiguities and Ambivalences.

The strength of the commitment to learning becomes apparent when it is seen in conflict with other desirable goals and activities or when the goals of learning may seem difficult or unsure of attainment.

Each of the three generic indicators listed above are, in essence, descriptions of behaviors or situations that may be taken as evidence that the individual possesses a constructive sense of self. In turn, each indicator may be broken down into a listing of more specific behaviors or situations. These are given below.

I. Communication of the Worth and Desirability of Learning

1) communicates to others that what is being learned has value;
2) exhibits a sense of worth and enthusiasm in learning.

II. Demonstration that Commitment to Learning has Become a Part of the Individual's Life Style

1) fulfills more than the minimal requirements of a learning experience;
2) seeks learning experiences in informal situations;
3) actively seeks more efficient ways to learn;
4) demonstrates self-initiation in learning;
5) seeks out learning experiences as a means of need fulfillment and adjustment;
6) persists in completing learning tasks without external reinforcement.

III. Persistence of Commitment to Learning Despite Ambiguities and Ambivalences

1) voluntarily engages himself in a learning process or relationship even though it may be difficult or painful;
2) revises learning technique and/or goals when thwarted;
3) chooses learning over less relevant experiences when the two are mutually exclusive;
4) formulates and initiates plans of action in pursuit of learning even when success is uncertain.

NOTE

The appendices to this report have been omitted.
They are available from the program staff.

14. Pupils learn much from one another.

15. When groups act for a common goal, there is better cooperation and increased friendliness than when individuals in the group are engaged in competitive rivalry with one another.

16. What is learned is most likely to be available for subsequent use if it is learned in a situation much like that in which it is to be used and immediately preceding the time when it is needed.